



Fairforest Middle

4120 N. Blackstock Road
Spartanburg, South

Grades	6-8 Middle School	
Enrollment	764 Students	
Principal	Dr. Shawn D. Foster	864-576-1270
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

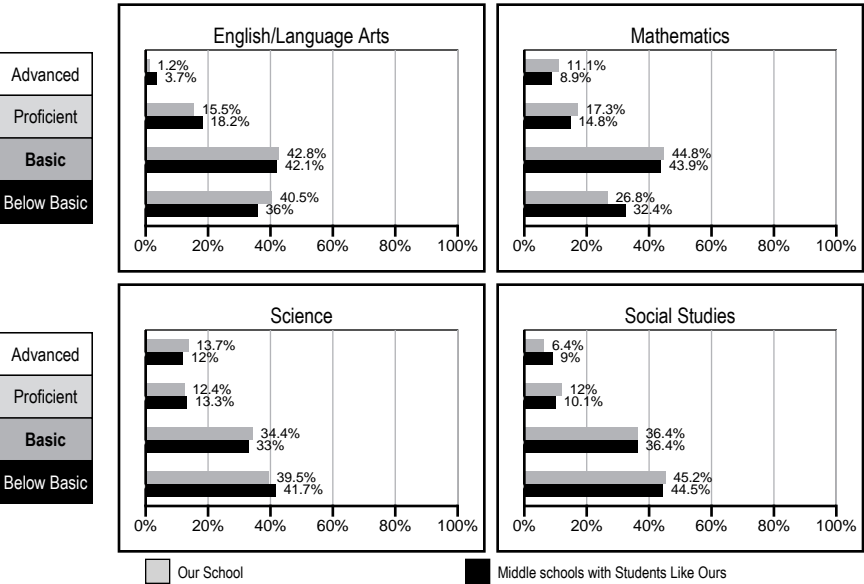
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	21	16

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	94.1
English 1	0	94.1
Physical Science	0	0
All Subjects	100.0	92.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=764)				
Students enrolled in high school credit courses (grades 7 & 8)	17.6%	Up from 6.6%	15.2%	19.4%
Retention rate	0.1%	Down from 1.0%	2.6%	1.8%
Attendance rate	95.1%	Up from 94.8%	95.5%	95.8%
Eligible for gifted and talented	12.8%	Down from 13.4%	13.1%	15.3%
With disabilities other than speech	14.2%	Up from 12.2%	14.0%	12.9%
Older than usual for grade	1.2%	Down from 1.3%	4.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	65.5%	Down from 68.4%	52.2%	55.0%
Continuing contract teachers	82.8%	Down from 84.2%	66.7%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	7.8%	5.4%
Teachers returning from previous year	86.2%	Up from 83.5%	80.0%	83.4%
Teacher attendance rate	95.8%	Up from 95.3%	95.1%	94.9%
Average teacher salary	\$44,234	Up 3.9%	\$44,406	\$44,706
Professional development days/teacher	13.0 days	Down from 13.4 days	11.5 days	11.8 days
School				
Principal's years at school	1.0	Down from 8.0	2.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.8 to 1	20.4 to 1	20.1 to 1
Prime instructional time	90.2%	Up from 89.0%	89.0%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	97.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,840	Up 21.7%	\$7,133	\$7,097
Percent of expenditures for instruction*	68.8%	Down from 70.0%	63.4%	64.4%
Percent of expenditures for teacher salaries*	64.0%	Down from 65.5%	58.8%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year was an exciting one at Fairforest Middle School. The students, parents, teachers, and administrators worked harmoniously to answer the "Call to Commitment" challenge. Each student was encouraged to work toward his highest academic ability, to develop a positive self-concept, and to grow in self-discipline and social consciousness. Beyond providing academic, social, and cognitive skills, the teachers sought to help students develop an appreciation of the ongoing quality of every learning experience. Through implementation of this philosophy, we hope to challenge our students to reach their maximum potential so that they will become productive, creative, and responsible members of society in an ever-changing world.

Our students' achievements in all areas were a focal point for Fairforest Middle School's stakeholders. Fifty-five students won local, state, or national art awards on the middle school, high school, and college levels. Sixteen students were selected to the State Honor Choir. The Battle of the Brains team placed in the final eight for the fourth consecutive year. The steel drums and orchestra were selected to perform at the South Carolina Middle School Conference in Myrtle Beach. The Muse Machine was voted "Muse Machine of the Year" for the second year in a row. One hundred percent of the students enrolled in Algebra I passed the state End of Course (EOC) test. Ten students were named Junior Scholars. One student was selected to attend the Scholars Academy. The wrestling team won first place and the eighth grade football team won second place in the Peachtree Conference. We are extremely proud of these and the many other student accomplishments.

Many teachers were productive and excelled at Fairforest Middle School. Teachers worked extremely hard planning at developing the Higher Achievement Test (HAT), a school wide benchmark used to assist teachers with data driven instruction. Teachers attended more than 100 professional development conferences and seminars. Four teachers received their National Board Certification, and one teacher was selected to attend the STAR program in Charleston, SC. These great accomplishments, along with many more, helped establish a culture of excellence throughout the school.

We are extremely appreciative of the support we have received from the parents and community of Fairforest. Through our continued partnership and commitment to our students, we are sure to continue on the path of success.

Dr. Shawn D. Foster, Principal
Michael Bergen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	202	57
Percent satisfied with learning environment	93.3%	71.6%	82.5%
Percent satisfied with social and physical environment	90.0%	77.2%	73.7%
Percent satisfied with school-home relations	51.7%	83.8%	75.0%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 18 out of 31 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.7%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	761	98.8	39.8	43	15.7	1.5	26.4	49	48.2	No	Yes
Gender											
Male	388	98.2	49.1	38.4	11.6	0.9	19.7	41.9	41.7	N/A	N/A
Female	373	99.5	30.1	47.8	20	2.1	33.4	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	331	99.4	33.1	43.4	22.2	1.3	34.4	59.8	60	No	Yes
African American	222	99.1	46.5	42.4	8.6	2.5	20.2	34	31.7	No	Yes
Asian/Pacific Islander	41	97.6	36.1	47.2	16.7	0	22.2	55.9	70.4	I/S	Yes
Hispanic	149	97.3	48.1	40.5	10.7	0.8	17.6	33.6	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	109	96.3	83.3	13.5	1	2.1	5.2	10.7	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	185	98.4	53	39.2	7.2	0.6	13.3	24.7	36.9	No	Yes
Socio-Economic Status											
Subsided meals	553	98.6	45.1	41.9	11.8	1.2	22	33.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	761	99.3	27.6	47.5	15.8	9.1	37.6	50.5	45.8	No	Yes
Gender											
Male	388	99.2	30.1	44.1	16	9.7	38.1	50.8	45.6	N/A	N/A
Female	373	99.5	25.1	51	15.5	8.4	37	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	331	99.4	23.2	45.7	18.2	12.9	45.4	61.7	59	Yes	Yes
African American	222	99.6	34.8	47.5	12.6	5.1	26.8	32.8	26.9	No	Yes
Asian/Pacific Islander	41	97.6	16.7	50	27.8	5.6	44.4	66	71.3	I/S	Yes
Hispanic	149	99.3	30.6	52.2	11.2	6	32.1	36.7	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	109	97.3	63.5	31.3	4.2	1	8.3	13.3	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	185	100	31.4	50.3	13.6	4.7	32.5	33.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	553	99.1	31.5	46.7	15.4	6.5	33.1	36.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	507	99.4	39.2	34.6	12.3	13.9	26.2	36.5	35.7	95.1	96.5
Gender											
Male	255	99.2	41.8	31.5	10.3	16.4	26.7	39.1	37.4	94.7	96.4
Female	252	99.6	36.5	37.8	14.4	11.3	25.7	33.7	33.8	95.5	96.5
Racial/Ethnic Group											
White	210	99.5	34	30.4	16.8	18.8	35.6	48.1	49.2	94.3	96.2
African American	149	98.7	45.8	40.5	8.4	5.3	13.7	17.9	17	96.1	97
Asian/Pacific Islander	29	100	34.6	34.6	15.4	15.4	30.8	47.7	58	97.2	97.3
Hispanic	106	100	45.4	34	6.2	14.4	20.6	22.6	24.9	95	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	97.6	95.8
Disability Status											
Disabled	71	100	75.4	18.5	3.1	3.1	6.2	9.2	14	94.3	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.6	95.6
English Proficiency											
Limited English Proficient	130	100	45	35	10.8	9.2	20	19.1	24.4	95.6	96.5
Socio-Economic Status											
Subsided meals	373	99.5	44.1	33.6	12.3	9.9	22.2	21.9	21.1	94.7	96

Social Studies

All Students	520	98.5	44.7	36.6	12	6.7	18.7	36.9	34	95.1	96.5
Gender											
Male	279	97.5	43.3	36.3	11.8	8.6	20.4	40.5	36.6	94.7	96.4
Female	241	99.6	46.4	36.8	12.3	4.5	16.8	33.2	31.3	95.5	96.5
Racial/Ethnic Group											
White	236	98.7	34.6	37.9	18.7	8.9	27.6	45.9	44.5	94.3	96.2
African American	145	98.6	53.9	36.7	7	2.3	9.4	23.8	19.1	96.1	97
Asian/Pacific Islander	29	100	52	28	12	8	20	50	58.9	97.2	97.3
Hispanic	100	97	57.3	33.7	2.2	6.7	9	22.5	27.5	95	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	97.6	95.8
Disability Status											
Disabled	72	97.2	78.5	13.8	4.6	3.1	7.7	11.4	14.4	94.3	95.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.6	95.6
English Proficiency											
Limited English Proficient	128	97.7	59.6	32.5	4.4	3.5	7.9	17	27.3	95.6	96.5
Socio-Economic Status											
Subsided meals	373	98.7	50.9	36.2	8.7	4.2	12.9	22.9	21	94.7	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	252	99.2	38.3	41.9	17.1	2.7	19.8
	7	249	98	36.7	48.4	13.5	1.4	14.9
	8	266	98.5	35.5	47.3	15.1	2	17.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	230	99.1	44.5	35.1	19.4	0.9	20.4
	7	272	99.3	37.9	47.3	12.3	2.5	14.8
	8	259	98.1	37.4	45.8	15.9	0.9	16.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	252	99.2	24.3	42.8	21.2	11.7	32.9
	7	248	98	18.2	54.2	15.9	11.7	27.6
	8	266	98.5	38.8	47.3	9	4.9	13.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	230	99.6	34.4	37.7	17	10.8	27.8
	7	272	99.6	26.2	45.1	17.2	11.5	28.7
	8	259	98.8	22.8	59.2	13.2	4.8	18
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	129	100	53.6	27.7	9.8	8.9	18.8
	7	246	98.8	37.7	38.7	12.7	10.8	23.6
	8	134	100	48	40.8	6.4	4.8	11.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	112	100	65.7	18.6	6.9	8.8	15.7
	7	270	98.9	32.8	40.7	11.2	15.4	26.6
	8	125	100	28.8	36	19.8	15.3	35.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	127	99.2	24.1	48.1	13	14.8	27.8
	7	246	98.4	57.3	31.8	8.1	2.8	10.9
	8	129	98.5	38.7	46.2	9.2	5.9	15.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	119	97.5	33.9	39.4	21.1	5.5	26.6
	7	270	98.9	54.6	29.6	5.8	10	15.8
	8	131	98.5	34.5	48.3	16.4	0.9	17.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample